

New York State School Report Card Comprehensive Information Report

BEDS Code: 01-01-00-01-0034
 Name: Albany High School
 Principal: Michael Cioffi

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	802	749	1024
Tenth	586	580	683
Eleventh	487	488	481
Twelfth	449	429	510
Ungraded Secondary	342	303	135
Total K-12 Enrollment	2666	2549	2833

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	94	3.5%	86	3.4%	90	3.2%
Black (Not Hispanic)	1552	58.2%	1539	60.4%	1753	61.9%
Hispanic	193	7.2%	205	8.0%	230	8.1%
White (Not Hispanic)	827	31.0%	719	28.2%	760	26.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	22	21
Mathematics Grade 10	22	23	21
Science Grade 10	15	21	19
Social Studies Grade 10	23	24	25

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	42	1.6%	67	2.6%	52	1.8%
Eligible for Free Lunch	1176	44.1%	1363	53.5%	933	32.9%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.1%		89.2%		87.8%
Student Suspensions	562	23.9%	350	13.1%	397	15.6%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	8.1%	9.8%	6.4%
Public Assistance	41-50%	51-60%	61-70%
Student Stability	87%	100%	85%

Staff Counts

Staff	2003-04
Total Teachers	240
Total Other Professional Staff	57
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	365	141	39%	353	149	42%	391	192	49%
Students with Disabilities	17	0	0%	33	6	18%	15	2	13%
All Students	382	141	37%	386	155	40%	406	194	48%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	164	158	3	6	53	22
Percent	40%	39%	1%	1%	13%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
15	2	15	30

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	107		134		129	4.9%
	Entered GED Program*	0		104		88	3.3%
	Total Noncompleters	107		238		217	8.2%
Students with Disabilities	Dropped Out	11		19		22	11.7%
	Entered GED Program*	0		19		17	9.0%
	Total Noncompleters	11		38		39	20.7%
All Students	Dropped Out	118	4.4%	153	6.0%	151	5.3%
	Entered GED Program*	0	0.0%	123	4.8%	105	3.7%
	Total Noncompleters	118	4.4%	276	10.8%	256	9.1%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	48	90	203
	Number of Students with Disabilities	42	339	59
	Number of All Students	90	429	262
	Percent of Enrollment	3%	17%	9%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	81	41%	53	64%	89	46%
Science	114	33%	47	38%	72	35%
Reading	8	63%	2	#	2	#
Writing	11	100%	1	#	3	#
Global Studies	18	28%	3	#	3	#
U.S. Hist & Gov't	29	38%	11	36%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	33%	97	44%	9	33%
Science	50	24%	87	21%	19	32%
Reading	25	48%	15	40%	2	#
Writing	18	78%	9	100%	2	#
Global Studies	20	30%	31	32%	15	40%
U.S. Hist & Gov't	10	50%	10	10%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	556	551	528	25	29	33
Number Scoring 55-100	417	429	464	8	12	21
Number Scoring 65-100	315	340	382	3	7	9
Number Scoring 85-100	125	116	126	0	1	1
Percentage of Tested Scoring 55-100	75%	78%	88%	32%	41%	64%
Percentage of Tested Scoring 65-100	57%	62%	72%	12%	24%	27%
Percentage of Tested Scoring 85-100	22%	21%	24%	0%	3%	3%
Mathematics A						
Number Tested	165	582	497	3	28	15
Number Scoring 55-100	37	340	468	#	8	12
Number Scoring 65-100	12	282	414	#	6	10
Number Scoring 85-100	1	45	131	#	1	0
Percentage of Tested Scoring 55-100	22%	58%	94%	#	29%	80%
Percentage of Tested Scoring 65-100	7%	48%	83%	#	21%	67%
Percentage of Tested Scoring 85-100	1%	8%	26%	#	4%	0%
Mathematics B						
Number Tested	0	0	107	0	0	1
Number Scoring 55-100	0	0	94	0	0	#
Number Scoring 65-100	0	0	78	0	0	#
Number Scoring 85-100	0	0	27	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	73%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	25%	0%	0%	#
Global History and Geography						
Number Tested	626	681	671	42	63	46
Number Scoring 55-100	468	458	520	19	21	19
Number Scoring 65-100	347	365	375	8	10	13
Number Scoring 85-100	112	107	121	0	0	1
Percentage of Tested Scoring 55-100	75%	67%	77%	45%	33%	41%
Percentage of Tested Scoring 65-100	55%	54%	56%	19%	16%	28%
Percentage of Tested Scoring 85-100	18%	16%	18%	0%	0%	2%
U.S. History and Government						
Number Tested	522	529	444	28	28	23
Number Scoring 55-100	448	478	392	18	21	21
Number Scoring 65-100	365	416	324	13	12	11
Number Scoring 85-100	110	177	153	2	2	0
Percentage of Tested Scoring 55-100	86%	90%	88%	64%	75%	91%
Percentage of Tested Scoring 65-100	70%	79%	73%	46%	43%	48%
Percentage of Tested Scoring 85-100	21%	33%	34%	7%	7%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	506	672	592	18	60	33
Number Scoring 55-100	461	502	461	14	28	25
Number Scoring 65-100	379	375	303	5	16	14
Number Scoring 85-100	63	53	42	0	1	0
Percentage of Tested Scoring 55-100	91%	75%	78%	78%	47%	76%
Percentage of Tested Scoring 65-100	75%	56%	51%	28%	27%	42%
Percentage of Tested Scoring 85-100	12%	8%	7%	0%	2%	0%
Physical Setting/Earth Science						
Number Tested	164	226	413	3	9	24
Number Scoring 55-100	112	178	296	#	6	11
Number Scoring 65-100	72	132	196	#	3	4
Number Scoring 85-100	3	20	29	#	0	0
Percentage of Tested Scoring 55-100	68%	79%	72%	#	67%	46%
Percentage of Tested Scoring 65-100	44%	58%	47%	#	33%	17%
Percentage of Tested Scoring 85-100	2%	9%	7%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	171	268	279	2	5	4
Number Scoring 55-100	131	225	244	#	3	#
Number Scoring 65-100	66	129	148	#	3	#
Number Scoring 85-100	10	9	11	#	0	#
Percentage of Tested Scoring 55-100	77%	84%	87%	#	60%	#
Percentage of Tested Scoring 65-100	39%	48%	53%	#	60%	#
Percentage of Tested Scoring 85-100	6%	3%	4%	#	0%	#
Physical Setting/Physics						
Number Tested			85			0
Number Scoring 55-100			77			0
Number Scoring 65-100			70			0
Number Scoring 85-100			15			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			82%			0%
Percentage of Tested Scoring 85-100			18%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	64	71	57	0	0	1
Number Scoring 55-100	63	71	56	0	0	#
Number Scoring 65-100	60	69	52	0	0	#
Number Scoring 85-100	22	27	18	0	0	#
Percentage of Tested Scoring 55-100	98%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	97%	91%	0%	0%	#
Percentage of Tested Scoring 85-100	34%	38%	32%	0%	0%	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	13	0	0	0
Number Scoring 55-100	0	0	13	0	0	0
Number Scoring 65-100	0	0	13	0	0	0
Number Scoring 85-100	0	0	8	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	62%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	216	216	203	4	1	6
Number Scoring 55-100	207	212	179	#	#	5
Number Scoring 65-100	194	206	175	#	#	5
Number Scoring 85-100	107	114	82	#	#	0
Percentage of Tested Scoring 55-100	96%	98%	88%	#	#	83%
Percentage of Tested Scoring 65-100	90%	95%	86%	#	#	83%
Percentage of Tested Scoring 85-100	50%	53%	40%	#	#	0%
Comprehensive Latin						
Number Tested	24	19	12	0	0	0
Number Scoring 55-100	24	18	12	0	0	0
Number Scoring 65-100	22	17	12	0	0	0
Number Scoring 85-100	9	3	4	0	0	0
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	16%	33%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	195	237	30	1	2	0
Number Scoring 55-100	162	186	23	#	#	0
Number Scoring 65-100	152	160	17	#	#	0
Number Scoring 85-100	54	59	4	#	#	0
Percentage of Tested Scoring 55-100	83%	78%	77%	#	#	0%
Percentage of Tested Scoring 65-100	78%	68%	57%	#	#	0%
Percentage of Tested Scoring 85-100	28%	25%	13%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	126	86%	110	75%	31	94%
Students with Disabilities	17	59%	14	50%	4	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	6	0	0	0	0	6
Social Studies	6	0	0	0	0	6
Mathematics	6	0	0	0	0	6
Science	5	0	0	0	0	5

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	419	419	419	49	49	49	468	468	468
Number Scoring 55–64	41	26	28	11	10	4	52	36	32
Number Scoring 65–84	182	138	229	11	10	14	193	148	243
Number Scoring 85–100	112	165	75	0	2	1	112	167	76
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			7			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			3			0
Reading and Writing (Grade 5-6)						
Number Tested			7			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			2			0
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			38			0
Beginning (0-18)			0			0
Intermediate (19-31)			14			0
Advanced (32-36)			16			0
Proficient (37-39)			8			0
Reading and Writing (Grade 9-12)						
Number Tested			37			0
Beginning (0-14)			2			0
Intermediate (15-24)			17			0
Advanced (25-32)			16			0
Proficient (33-35)			2			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)